

## Background Information Sheet

Name	Class	Date	Lesson Type	Plan type	Length
Alicia	212WD	21/10/2020	Grammar	PPP	25 min

Lesson			
<b>Topic</b>	A is longer than B.		
<b>Main Aim</b>	Students will learn comparative adjectives.		
<b>Secondary Aim</b>	Students will practice their speaking fluency to talk about comparing things.		

Materials and References			
Board and colored markers, eraser, worksheets, 30cm ruler, 15cm ruler, flash cards.			

Student Profile			
<b>Level</b>	Lower Intermediate		
<b>Age</b>	Adults	<b>Number of Students</b>	3
<b>Detail</b>	Students are all native Korean. Everyone is highly motivated to learn English. They are accustomed to group work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinaesthetic and visual learning and tend to favor the visual learner mode. There is a very strong rapport among the students.		

Assumptions about students' knowledge as required for this lesson:
<ul style="list-style-type: none"> <li>Students know the vocabulary used in this lesson.</li> <li>Students have had formal grammar lessons and are familiar with basic grammatical terms.</li> <li>Students have learned about the subject and 'be' verb relationship.</li> <li>Students know how to make the negative form using 'not' and the question form.</li> </ul>

What language difficulties to expect when presenting, and how to deal with it:
<ul style="list-style-type: none"> <li><b>Form</b> Students may speak ill-formed sentences , for example, A is <u>more bigger</u> than B. → Monitor carefully and offer delayed error correction.</li> <li><b>Pronunciation</b> Students may not know where to put natural sentence stress. Drill several times chorally, then individually. Ask, "Which words are stressed?" Board the stress with a red marker.</li> </ul>

Anticipated Classroom Management Difficulties and their Solutions:
Students may be disconcerted because of so many spelling rules. → Present spelling rules in the worksheet.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to speak confidently without nervousness and be an involver type teacher.

<b>Stage Name:</b> Lead-in		
<b>Purpose of this stage:</b> To relax both the teacher and students. To focus attention on the lesson. Create a situation for students to experience or think about, and then to elicit the target language.		
<b>Materials:</b> 30cm ruler, 15cm ruler, Board and colored markers, eraser		
Timings	Interactions	Procedure
2 min	T-S	Good morning, guys. Look at this. <b>Show a 30cm ruler.</b> What is it? (It's a ruler.) <b>Show a 30cm ruler and 15 cm ruler together.</b> I have two rulers. Let's call this one(30cm ruler) A and this one(15cm ruler) B. <b>Tape the rulers on the left of the board and write 'A' and 'B' next to the rulers.</b> What's different? (length.) How different? (A is long. B is short./B is not long.) <b>Write "A is long. B is short/B is not long." with a black marker.</b> Make a sentence but with A and B together. (A is longer than B.)
<b>Stage Name:</b> Presentation		
<b>Purpose of this stage:</b> Make the students think about the situation. To clarify the meaning, form, and pronunciation features of the target language.		
<b>Materials:</b> Board and colored markers, eraser, 30cm ruler, 15cm ruler		
Timings	Interactions	Procedure
30 sec	T	<b>Board the model sentence (if students are unable to tell you, just board it).</b>
30 sec	T-S	<b>C.C.Q.</b> 1) How many things are we comparing? (two) 2) Are we saying that the two things are the same or different? (different) 3) What is different? (length)
3 min	T-S	<b>Form</b> What is the subject? (A) <b>Write 'S' on the subject with a red marker.</b> What comes after the subject? (Be verb/ verb) <b>Write '+ Be V./ V' on the verb with a red marker.</b> What type of this word is it? (adjective/ comparative adjective) <b>Write '+ adj.' on the adjective with a red marker.</b> What type of adjective? (Students cannot answer.) We call this Comparative adjective. <b>Write 'C.' on the left of adj. with a red marker.</b> What comes after the adjective? (than) <b>Write '+ than' on 'than' with a red marker.</b> and after 'than'? (Objective) <b>Write '+ Obj.' on the object with a red marker.</b>  How do I make this negative? <b>Mark '-' at the front of the sentence.</b> (A is not longer than B./ Put 'not' after verb.) <b>Draw lines between words and write 'A is not longer than B.' with a black marker.)</b> Can I put B first, and A last? <b>Write B in the subject position and A in the object position.</b> (Yes) How to do it? <b>If students cannot answer, point 15cm ruler first and 30cm ruler later.</b> (B

1 min	T-S	is shorter than A./ B is not longer than A.) <b>Write the sentence under the negative form.</b>																																																															
		Is there another way to say this with the same meaning? (B is not longer than A./ B is shorter than A.) <b>Write the sentence under the other sentence.</b>																																																															
		What other word can we say instead of 'longer'? (bigger, smaller, higher, etc.) <b>Write students' answers in the adj. category.</b>																																																															
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Which words are stressed? (A, longer, B) <b>If students ask which one is stronger, answer 'usually adjective is a bit stronger.'</b>																																																																	
Which words are unstressed? ('s, then)																																																																	

<b>Stage Name:</b> Controlled Practice		
<b>Purpose of this stage:</b> students practice working with the form (scrambled sentences, split sentences, select the correct form of the verb, correct incorrect sentences, and change one form into another form). Accuracy must be checked.		
<b>Materials:</b> Board and colored markers, eraser, worksheets		
<b>Timings</b>	<b>Interactions</b>	<b>Procedure</b>
1 min	T	<b>Instructions. Hold up the worksheet.</b>  Guys, we are going to do exercise A and B. <b>Point to the summary of spelling rules.</b> This is how to make the adjective into comparative form. Use this to help you do exercise A and B. Work individually and don't turn over your worksheet. Only do exercise A and B. You have 2 minutes.

2 min	S	<p><b>I.C.Q.</b></p> <ol style="list-style-type: none"> <li>1) Do you discuss with your partners when you do the exercise A and B? (No.)</li> <li>2) Which exercises do you do? (A and B.)</li> <li>3) How much time? (2 minutes.)</li> </ol> <p><b>Hand out the worksheet.</b></p> <p><b>Students do a worksheet A and B.</b></p>
1 min	S – S	<p><b>Pair check.</b></p> <p>Now, check your answers with your partners. If the answer is different, ask why.</p>
1 min	T - S	<p><b>Feedback to check accuracy.</b></p> <p>Do you guys have the same answers? (Yes.) <b>Nominate students to check the answer. If students have wrong answers, board correct answers visually.</b></p>
<p><b>Stage Name:</b> Less Controlled Practice</p> <p><b>Purpose of this stage:</b> students practice working with the meaning (match a timelines to sentences, choose the sentence that matches a picture, gap-fill a paragraph). Accuracy must be checked.</p>		
<p><b>Materials:</b> Board and colored markers, eraser, worksheets</p>		
Timings	Interactions	Procedure
30 sec	T	<p><b>Instructions.</b></p> <p>Turn over your worksheet. Exercise C says make 4 true sentences about Alicia's family. Work individually. You have 2 minutes.</p> <p><b>I.C.Q.</b></p> <p>How much time? (2 minutes) <b>Gesture to begin.</b></p>
2 min	S	<p><b>Students do a worksheet C.</b></p>
1 min	S-S	<p><b>Pair check.</b></p> <p>Now, check your answers with your partners.</p>
1 min	T-S	<p><b>Feedback to check accuracy.</b></p> <p>Do you have any different answers? (Yes.) <b>Nominate students to check the answer. If any answer is wrong, board correct answers visually.</b> Is there any other answer?</p>

<b>Stage Name:</b> Production – Freer Practice		
<b>Purpose of this stage:</b> is to get students to practice the grammar communicatively.		
<b>Materials:</b> flash cards.		
Timings	Interactions	Procedure
1 min	T	<p><b>Instructions.</b></p> <p><b>Show the flash cards.</b> We are going to play a game. One of you will pick a card, don't show the card to your partners. Describe the thing using comparative adjectives. Others should guess what the thing is. When your partners answer wrong, you can say only 'It is bigger/ longer than that.' And the person who calls the right answer takes the card. You guys take turns. <b>Pick one card.</b> This is an animal. This is bigger than a lion. (hippo) It is bigger than hippo. It's nose is longer than hippo's. (elephant.) You are correct! You have 5 minutes.</p> <p><b>I.C.Q.</b></p> <ol style="list-style-type: none"> <li>1) Do you show the card to your partners? (No)</li> <li>2) What phrase do you use when you describe the thing? (adjective + /er/ + than)</li> </ol> <p><b>Pass the flash cards to students, and gesture to begin.</b></p>
5 min	S-S	<p>Students play the game using the target language naturally.</p> <p><b>Monitor in distance. Check if students use the target language correctly. If students use the target language wrong, take a note, and write the sentence on the board 2 minutes before the game finishes.</b></p>
1 min	T-S	<p><b>Feedback.</b></p> <p>How many cards do you have? (Students count their cards and call the number.) Wow! you guys really did a good job!</p>
<b>Stage Name:</b> Wrap-up		
<b>Purpose of this stage:</b> is to end the lesson on a positive note so that students feel they have achieved progress.		
<b>Materials:</b> None.		
Timings	Interactions	Procedure
1 min	T – S	<p><b>Offer delayed corrections to the previous stage.</b></p> <p>Look at the board. Here are some sentences I heard. Tell me how to correct them. (Students correct the wrong sentences.)</p>
20 sec	T	<p><b>Set homework.</b></p> <p>For homework, write 7 true sentences about your own family using comparative adjectives. Bring your family picture. You will tell about your family showing the picture. It is due tomorrow.</p>

10 sec	T	<p><b>Inform students about the topic for the next lesson.</b></p> <p>Tomorrow, we will study superlatives.</p> <p>Dismissed.</p>
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## Worksheet: Comparative adjectives

<Summary of the spelling rules>

	Adjective		Comparative Adjective
1 syllable adjectives	long	<b>+ er</b>	longer
Adjectives ending -e	cute	<b>+r</b>	cuter
Adjectives ending -y	happy	<b>y → i, +er</b>	happier
Adjective ending in a vowel and a consonant	big	<b>double the consonant +er</b>	bigger
2 or more adjectives	beautiful	<b>more + adj.</b>	<b>more</b> beautiful
irregular	good bad		better worse

**Exercise A.** Complete the sentence using the word in brackets.

**Example. a.** A is bigger(big) than B.  
**b.** A is not smaller (not) than B.

- Karen \_\_\_\_\_ (not) \_\_\_\_\_ (slim) \_\_\_\_\_ Alicia.
- Lucy is \_\_\_\_\_ (pretty) \_\_\_\_\_ Emma.
- My brother is \_\_\_\_\_ (short) \_\_\_\_\_ dad.
- The United Kingdom \_\_\_\_\_ (not) \_\_\_\_\_ (huge) \_\_\_\_\_ the United States.

**Exercise B.** Make the sentence in the right order.

**Example.** A, larger, is, than, B, not  
 → A is not larger than B.

- popular, BTS, more, is, than, B1A4

→ \_\_\_\_\_

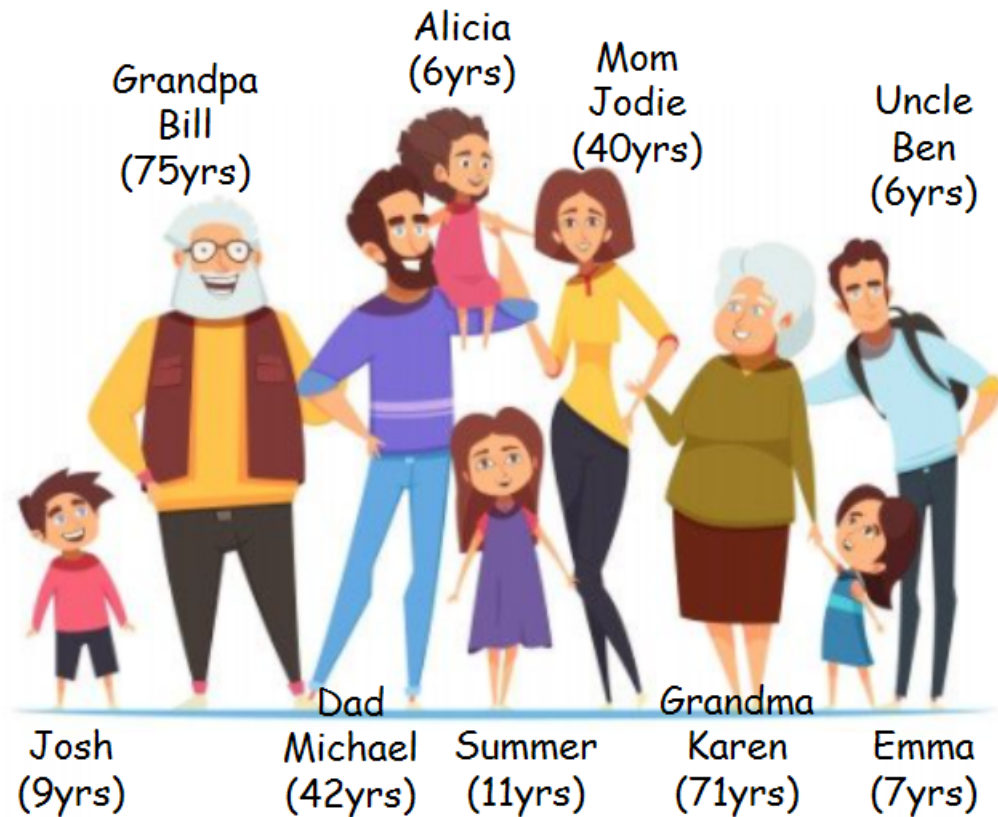
- is, heavier, a pig, not, than, a duck

→ \_\_\_\_\_

## Worksheet: Comparative adjectives

**Exercise C.** Write 4 true sentences about Alicia's family.

Example. Michael is stronger than Ben.



1)

2)

3)

4)



## Answer sheet: Comparative adjectives

<Summary of the spelling rules>

	Adjective		Comparative Adjective
1 syllable adjectives	long	<b>+ er</b>	longer
Adjectives ending -e	cute	<b>+r</b>	cuter
Adjectives ending -y	happy	<b>y → i, +er</b>	happier
Adjective ending in a vowel and a consonant	big	<b>double the consonant +er</b>	bigger
2 or more adjectives	beautiful	<b>more + adj.</b>	<b>more</b> beautiful
irregular	good bad		better worse

**Exercise A.** Complete the sentence using the word in brackets.

**Example. a.** A is bigger(big) than B.  
**b.** A is not smaller (not) than B.

- Karen is not (not) slimmer (slim) than Alicia.
- Lucy is prettier (pretty) than Emma.
- My brother is shorter (short) than dad.
- The United Kingdom is not (not) huger (huge) than the United States.

**Exercise B.** Make the sentence in the right order.

**Example.** A, larger, is, than, B, not  
 → A is not larger than B.

- popular, BTS, more, is, than, B1A4

→ BTS is more popular than B1A4.

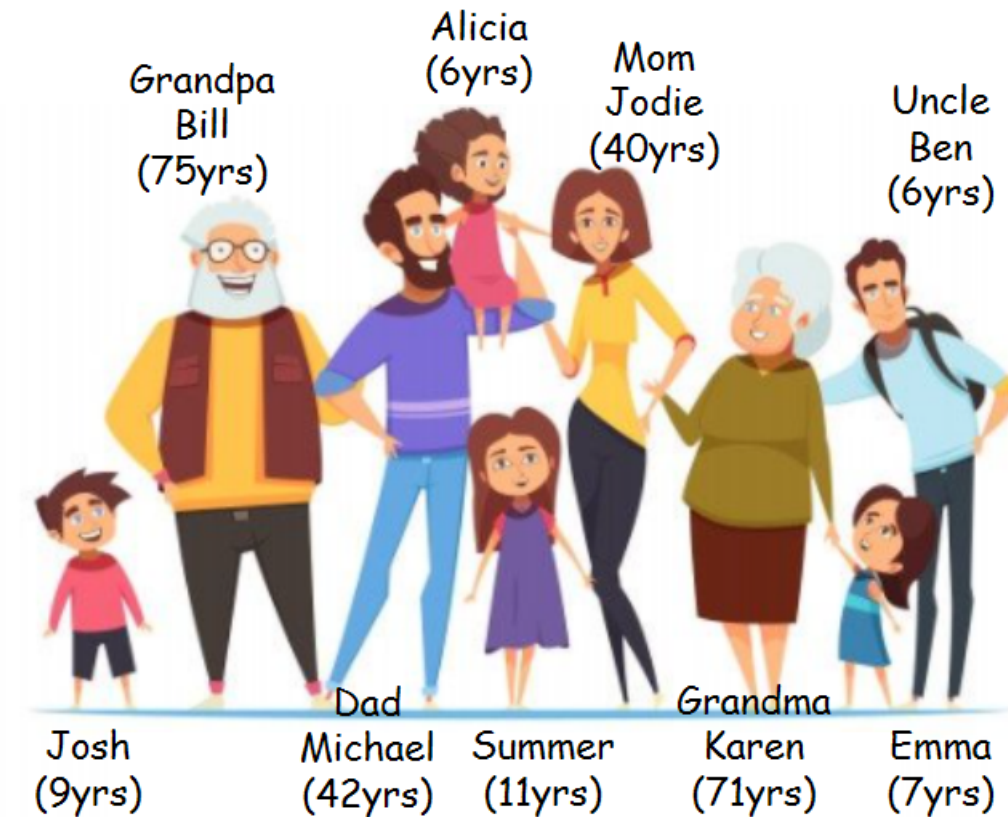
- is, heavier, a pig, not, than, a duck

→ A duck is not heavier than a pig.

## Answer sheet: Comparative adjectives

**Exercise C.** Write 4 true sentences about Alicia's family.

Example. Michael is stronger than Ben.



1) Grandpa Bill is older than Grandma Karen.

2) Grandma Karen is fatter than Mom Jodie.

3) Alicia is lighter than Summer.

4) Summer is taller than Emma.

## Instructor's Comments and Assessment

<b>Pros</b>		
<b>Cons</b>		
<b>Change</b>		
<b>Overall Comments</b>		
<b>Grade</b>		
<b>Above Standard 85%-100%</b>	<b>Standard 70%-84%</b>	<b>Below Standard 69%-0%</b>
<b>Instructor</b>	<b>Student Signature</b>	<b>Date</b>
Taute, David		